



IB DIPLOMA HANDBOOK 2024



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The AISV IB diploma Handbook is a living document that is updated as needed. The version on the AISV website is considered to be the most current and to be the one in effect. Last updated in November 2023.

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1. AISV AND THE INTERNATIONAL BACCALAUREATE

AISV became an International Baccalaureate (IB) Diploma school in 2013, joining the 4,000 schools worldwide which offer this rigorous and international program to develop caring, inquiring and knowledgeable young adults.

At AISV, we believe that the IB program helps us inspire, motivate and empower our learners, providing a high quality education to build a better world.

1.1. THE AMERICAN INTERNATIONAL SCHOOL OF VILNIUS: MISSION, VISION AND VALUES

Vision

As global citizens, we are prepared to realize our personal potential, pursue our passions, and positively impact our ever-changing and interconnected world.

Mission

Connect, Inspire, Empower

Values

Empathy | Open-Mindedness | Curiosity | Accountability | Perseverance

1.2. THE IB MISSION STATEMENT

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to

develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1.3. THE IB LEARNER PROFILE

INQUIRERS	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
KNOWLEDGEABLE	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
COMMUNICATORS	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
PRINCIPLED	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
OPEN-MINDED	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
CARING	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
RISK-TAKERS	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
BALANCED	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
REFLECTIVE	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

2. THE IB DIPLOMA PROGRAM



The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.



2.1. THE IB CURRICULUM

IB Diploma Program students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. As the last of their six subjects, students may choose either an arts subject from group 6 or a second subject from groups 1-4. At AISV, students take three subjects at higher level (HL) and three subjects at standard level (SL).

2.2. THE DIPLOMA PROGRAM CORE

In addition to the six academic subjects students take in the Diploma Program, students must also complete the Core, which include an Extended Essay (EE), a Theory of Knowledge (TOK) course and the Creativity, Activity and Service (CAS) requirements.

Extended Essay

The EE of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest. It is usually based on one of the student's HL DP subjects and it is supervised by a specialist within the school. The EE is intended to promote high-level research and writing skills, intellectual discovery and creativity. Successful submission of the EE is required before students can be registered for the final examinations.

Theory of Knowledge

The TOK course is designed to develop a coherent approach to learning that ties together the academic areas and encourages appreciation of other cultural perspectives. TOK encourages critical thinking about knowledge itself and aims to help students make sense of what they encounter. All IB Diploma Candidates must successfully complete two TOK assessments, an exhibition and an essay, in order to be awarded the IB Diploma.

All AISV students take TOK in Year 11, irrespective of whether they are course or diploma candidates, which provides an opportunity for all students to reflect on their learning experiences. The goal of the program is to give students the opportunity to think about and synthesize knowledge they have acquired in their other classes, and to develop their critical thinking skills. Its core content is centered around questions such as: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? (IBO.org).

Creativity, Activity and Service (CAS)

CAS is at the heart of the Diploma program, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Program. The component's three strands, often interwoven with particular activities, are characterized as follows:

- **Creativity** – exploring and extending ideas leading to an original or interpretive product or performance;
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program;
- **Service** – collaborative and reciprocal engagement with the community in response to an authentic need.

CAS must be successfully completed to receive an IB Diploma.

CORE Class at AISV

As Theory of Knowledge is a mandatory course for IB Diploma Candidates, students must meet the required number of course hours. The mandatory 100 hours of TOK takes place within the CORE class. All Year 11 and 12 students are enrolled in the AISV CORE class. In addition to TOK, the CORE class serves to support students in the following areas:

- To introduce, support and check-in with CAS requirements and progress.
- To introduce, support, and guide students through the Extended Essay process. Research skills, academic honesty and reflection are also addressed.
- To meet weekly with the college counselor regarding topics such as work habits, writing personal statements, the college application process, and career guidance.

2.3. BENEFITS OF THE IB PROGRAM

The IB program fosters outstanding qualities in students. By the time students receive the diploma, they will be ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They will demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinion. They have a strong sense of their

own culture and identity, as well as the ability to communicate in two or more languages with people who have a different perspective on the world.

2.4. THE APPROACHES TO LEARNING

With the world changing at an increasingly rapid pace, and young people exposed to more new information about the world in a day than their ancestors may have seen in a lifetime, education must necessarily shift its emphasis from content to concept, from solid facts to skills. For this reason, the IB Diploma Program addresses the Approaches to Learning (AtLs) as an integral part of student growth and achievement. The AtLs are “deliberate strategies, skills and attitudes that permeate the teaching and learning environment.” The IB believes that the focus on AtLs will result in more engaged students in and outside of the classroom, will help students take responsibility for and reflect on their own learning and will prepare learners to meet the challenges of the future.

What are the Approaches to Learning?

Thinking skills

- Critical thinking
- Creative thinking
- Transfer
- Metacognition
- Reflection

Communications skills

- Communication with written, spoken and body language

Social skills

- Collaboration

Self-management skills

- Mindfulness
- Emotional management
- Self-motivation
- Perseverance
- Resilience
- Managing time and Tasks
- Goal setting

Research skills

- Media, information literacy
- Academic Honesty

Along with the IB Learner Profile, the AtLs are explicitly taught in all IB courses in order to engage students and to help them develop the skills for successful lifelong learning. Each quarter, students will be assessed on the AtLs in each one of their courses using the AISV AtL Rubric. This allows students to reflect on their strengths and on the skills they must continue to develop.

2.5. RECOGNITION OF THE IB DIPLOMA BY UNIVERSITIES

The IB Diploma is a passport to higher education. Most universities and colleges recommend that students in high school enrol in a rigorous criteria-based academic program like the IB Diploma. Some colleges and universities may offer advanced credit to students with strong examination results. IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB Diploma.

IBO publishes and maintains information about university recognition displayed on their public website:

[http:// www.ibo.org /recognition](http://www.ibo.org/recognition).

3. IB COURSES AT AISV

All grade 11 and 12 courses at AISV are IB courses. Students must choose one subject from each of five groups (1 to 5). As the last of their six subjects, students may choose either an arts subject from group 6 or a second subject from groups 1-4. At AISV, students take three subjects at higher level (HL) and three subjects at standard level (SL). Students must also complete requirements for TOK, EE, and CAS.

As students select their three HL and three SL courses, they should keep in mind their academic strengths and weaknesses, as well as their future education and career plans. They must also check the course requirements for each subject to ensure they can and will be successful in their selected courses. See Section 14 for detailed descriptions, prerequisites and requirements of the courses offered at AISV.

3.1. AISV IB COURSE OFFERINGS (SUBJECT TO SUFFICIENT ENROLLMENT)

GROUP 1 STUDIES IN LANGUAGE AND LITERATURE	GROUP 2 LANGUAGE ACQUISITION	GROUP 3 INDIVIDUALS AND SOCIETIES	GROUP 4 SCIENCES	GROUP 5 MATHE- MATICS	GROUP 6 THE ARTS
English Language and Literature HL/SL	Spanish Ab Initio	Environmental Systems and Societies SL		Mathematics: Applications and interpretation HL/SL	Visual Arts HL/SL
Lithuanian Literature HL/SL	French B HL/SL	Economics HL/SL	Biology HL/SL	Mathematics: Analysis and approaches HL/SL	
Self-Taught Mother Tongue* SL	German <i>Ab Initio</i> SL	History HL/SL	Chemistry HL/SL		
	German B HL/SL	Business Management HL/SL	Physics HL/SL		
	Russian B HL/SL				
	English B HL				

3.2. LANGUAGES AND THE IB DP

English is the language of instruction at AISV. In addition, all students study an additional language, either as a foreign language (French *Ab Initio*, German *Ab Initio*, French B, German B, Russian B, English B) or through the literature of their mother tongue (Lithuanian Literature, Self-Taught Literature). By offering students the

possibility to learn additional languages and/or reinforce their mother tongue, the IB program allows for students to become multilingual, providing access not only to educational and professional opportunities in a global community but also to different cultures and perspectives.

For more information about languages at AISV, please see the Language Policy.

3.3. ONLINE IB COURSES

In order to best tailor the IB Diploma Program to the needs of each learner, AISV also offers students the option of selecting one of their IB courses from Pamoja Education. For an additional cost, students can enrol in courses not currently offered at AISV and complete them online. This option should be discussed with and approved by the IB Coordinator and the School Counselor. Students should note, however, that not all Diploma classes are available on Pamoja.

A detailed and updated list of online courses offered is available on the Pamoja website: www.pamojaeducation.com/online-courses/

Students considering this option should be aware that there may be specific prerequisites to access Pamoja courses, particularly for those subjects offered at a Higher Level. In addition, students selecting these courses must be highly motivated and committed to completing the course independently during designated study periods each week.

The cost of the Pamoja course is the responsibility of the student and their family. If students wish to enrol, they will be asked to sign a commitment letter before the end of August of the first Diploma Program year. Enrolment fees will be paid by AISV and invoiced to the families upon confirmation of enrolment. For more information about the costs, please see the Pamoja website.

In the unusual event that a student is transferring into the second year of the Diploma Program, or that one of their DP courses is dropped or unavailable to them due to scheduling, the school will cover the cost of the online course. AISV financial aid granted to students may also help alleviate the cost of the online course. For more information about financial aid applications at AISV, please see Section 632.2 of the Board Policy Manual or the Admissions Section of the AISV website.

3.4. TWO PATHWAYS TO PARTICIPATE IN THE IB PROGRAM AT AISV

Pathway 1: The Full Diploma Program

3 Higher Level courses
3 Standard Level courses
Complete TOK
Submit an original EE of approximately 4,000 words
Complete a CAS Plan

Testing Requirements

Diploma students must take final exams in all of their courses except TOK, EE, and CAS. Exams are marked as external assessments by the IBO and given a grade from 1 (poor) to 7 (excellent). To earn the IB Diploma, students must complete TOK, EE, CAS, and earn a minimum total of 24 points. Failing conditions for the diploma are listed in the Assessment section later in this handbook. The specific terms for the award of the diploma are outlined in the document General Regulations: Diploma Programme that is provided to all students and parents before they join the IB program at AISV.

Pathway 2: Individual Courses

All students in grade 11 and 12 at AISV participate in IB classes regardless of whether they are enrolled in the full diploma program. Students who are not enrolled in the full IB program have the option of taking a class solely for credit toward an AISV diploma. If a student chooses this option, he/she completes assessments as created and given by the teacher, and receives credit on his/her report card. Alternatively, a student who is not enrolled in the full program may choose to become an IB Course Student in a class. Such a student completes all internal and external IBO assessments for that course, including sitting for the final IB exam. At the end of the course, students will receive an official IB certificate noting the course name and the mark they earned on the exam. Many colleges and universities offer credit or advanced standing to students with good marks on IB certificates.

3.5. POSSIBLE IB COURSE COMBINATIONS

Engineering or Physical Science Focus

Group 1: English Language and Literature SL

Group 2: Language B/Lithuanian Literature A SL or HL

Group 3: Economics SL or ITGS SL

Group 4: Physics HL

Group 4: Chemistry SL or HL
(HL required for Chemical Engineering)

Group 5: Mathematics: Applications and interpretation HL/SL or Mathematics: Analysis and approaches HL/SL

Economics, Business, or Commerce Focus

Group 1: English Language and Literature HL

Group 2: Language B/Lithuanian Literature A SL or HL

Group 3: Economics SL

Group 4: Environmental Systems and Societies SL

Group 5: Mathematics: Applications and interpretation HL or Mathematics: Analysis and approaches HL (Analysis and approaches preferred for some Economics courses)

Group 6: Visual Arts SL (or Group 4: Biology SL)

Art and Design Focus

Group 1: English Language and Literature HL

Group 2: Language B/Lithuanian Literature A SL or HL

Group 3: Economics SL or History HL

Group 4: Environmental Systems and Societies SL or Physics SL

Group 5: Mathematics: Applications and interpretation or Mathematics: Analysis and approaches SL

Group 6: Visual Arts HL

Natural Science or Medicine Focus

Group 1: English Language and Literature SL

Group 2: Language B/Lithuanian Literature A SL

Group 3: Economics SL or History SL or ITGS SL

Group 4: Biology HL

Group 4: Chemistry HL

Group 5: Mathematics: Applications and interpretation HL/SL or Mathematics: Analysis and approaches HL/SL

Generalist (preparation for the study of humanities, law, etc.)

Group 1: English Language and Literature HL or SL

Group 2: Language B/Lithuanian Literature A SL or HL

Group 3: Economics SL or History SL or HL

Group 4: Environmental Systems and Societies SL or Chemistry SL or HL

Group 5: Mathematics: Applications and interpretation or Mathematics: Analysis and approaches SL

Group 6: Visual Arts SL or HL

4. AWARD OF THE IB DIPLOMA

4.1. SUCCESSFUL CANDIDATES

In order to achieve the IB Diploma a candidate must fulfill certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for TOK and the EE, and also complete the CAS element.

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the EE.

A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria: a. completion of two languages selected from group 1 with the award of a grade 3 or higher in both b. completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

4.2. FAILING CONDITIONS

The Diploma cannot be awarded, whatever the total score, to candidates if:

1. CAS requirements have not been met.
2. The candidate’s total points are fewer than 24.
3. An N has been given for TOK, EE or for a contributing subject.
4. A grade E has been awarded for one or both of TOK and the EE.

5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. The candidate has gained fewer than 12 points on HL subjects.
9. The candidate has gained fewer than 9 points on SL subjects.
10. The candidate has received a penalty for academic misconduct from the Final Award Committee.

An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in TOK of knowledge and the EE, and confirmation of the completion of all CAS requirements, as appropriate.

4.3. AWARD OF BONUS POINTS

Three extra points are available for TOK and the EE. They are measured against assessment criteria and according to the quality of the work. A candidate’s performance in each will fall into one of five bands:

- Band A: Work of an excellent standard
- Band B: Work of a good standard
- Band C: Work of a satisfactory standard
- Band D: Work of a mediocre standard
- Band E: Work of an elementary standard

The total number of bonus points awarded will be determined according to the following matrix.

		THEORY OF KNOWLEDGE					
		GRADE A	GRADE B	GRADE C	GRADE D	GRADE E	NO GRADE N
EXTENDED ESSAY	GRADE A	3	3	2	2	Failing condition	Failing condition
	GRADE B	3	2	2	1	Failing condition	Failing condition
	GRADE C	2	2	1	0	Failing condition	Failing condition
	GRADE D	2	1	0	0	Failing condition	Failing condition
	GRADE E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	NO GRADE N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

4.4. RE-TAKING IB EXAMINATIONS

If students did not meet the conditions to receive their IB Diploma, or were not satisfied with the results of their examinations and scored below their predicted grades, they may re-take up to two examinations in the following November or May sessions. Please note that re-takes in the November session must be registered by the IB Coordinator by the end of July of their examination session.

Candidates re-taking their examinations may choose whether or not to revise the IAs submitted in their exam session. If they decide to revise their IAs, they must do so with the consent of their subject teacher.

Candidates registered to re-take their examination(s) will be invoiced IB fees for each of their examinations, as well as a school fee for the administration of their exams and IAs.

5. ADMISSIONS AND ENROLLMENT PROCEDURES

5.1. IB COURSE SELECTION

IB courses are rigorous. They are taught at the college level and cover extensive bodies of knowledge. Before enrolling in the IB program, students should—in consultation with their teachers, family, and the IB coordinator—carefully plan their academic and extracurricular schedules for the following year to accommodate the demands of IB coursework.

Once you have completed the consultation, you will choose six IB courses in accordance with the IB Diploma requirements. For each course selected, approval must be obtained by the current subject teacher. Once admitted to six IB courses, a student is expected to remain in those classes for two years. Under exceptional circumstances, a change of course may be requested within the first Quarter of 11th grade with the use of the Course Change Application Form. Please note that IB courses are offered contingent upon sufficient enrollment in the class.

5.2. ENROLLMENT PROCESS FOR CURRENT AISV STUDENTS

The IB enrollment process begins in 10th grade when students are introduced to the IB Diploma Programme and the General Regulations and begin to consider their course options. Students and their families must read over the materials carefully and meet with the IB Coordinator from January through March to discuss their plans. As part of this process, students also speak to individual subject teachers who aim to assess their strengths and weaknesses with an eye toward the selection of appropriate higher level and standard level courses.

Students currently enrolled in the 10th grade at AISV must submit the following documents to the IB Coordinator by February 21, 2022 in order to be considered for the IB program:

- The signed IBDP Enrollment Form
- The signed IBDP Acknowledgment and Acceptance: General Regulations Form
- The signed Statement of Academic Integrity

Access to selected courses will depend upon the approval of the subject teacher and IB Coordinator and sufficient enrollment in each course. Access to IB courses may also be conditional on performance on end of year examination results for sophomores and on completion of the Personal Project. Students must check the course requirements for each course carefully. If a student does not meet the requirements for the course, he or she may be asked to make up course credits in consultation with the IB Coordinator or may be denied access to the course.

IB Information Evening for Students and Parents	December of Sophomore Year
Meetings with IB Coordinator, College Counselor and Parents	January/February of Sophomore Year
Deadline for submission of course selections and forms	March/April of Sophomore Year
Course selections finalized	May of Sophomore Year
Registration for IB Examinations	November of Senior Year

5.3. ENROLLMENT PROCESS FOR NEW STUDENTS

In addition to the above requirements, new students wishing to enrol in the IB program at AISV must complete all of the standard AISV admissions procedures (available on the AISV website under Admissions Section) and present the results of an English language assessment that certifies functional fluency in the English language. Other prerequisites required for admission to IB Diploma program at AISV include:

- Demonstrated functional fluency in English on a reputable English language test (such as Cambridge, ETS, TOEFL, IELTS or other tests provided by AISV such as WIDA and MAP).

- Demonstrated ability to pursue the study of a second language (based on language screening test designed by AISV)
- For students interested in HL Math – demonstrated ability to pursue the study of a HL Math (based on math screening test designed by AISV)
- Student self-completed IB questionnaire provided by AISV
- Demonstrated ability to pursue a rigorous, academic program. This may be verified with examinations in IB subjects.
- Interview with IB DP Coordinator and Guidance Counselor (if needed).

Every effort will be made to ensure balance and equality when admitting students to the IB Diploma program. The IB program is open to all students, regardless of previous educational experience. A student who decides to participate in the IB Program, will be expected to:

- Work diligently,
- Approach tasks with a sense of purpose,
- Demonstrate self-discipline and responsibility,
- Learn from fellow students as well as teachers,
- Share with, and contribute to, the community.

6. GUIDELINES FOR IB STUDENTS AT AISV

6.1. HOMEWORK

Homework is given in all courses. Long-term assignments require careful planning. All student homework must be authentic and completed by the student. Parents will be most helpful to their children by providing a routine time and a place for homework to be completed. Students in the IB Program should expect to complete at least 3-4 hours of homework each day, though this amount will vary. In addition, frequently there are summer assignments, often reading, that are required and assessed during the first few weeks of school. Self-discipline is therefore essential in order to complete assignments on time.

6.2. EARLY OR EXTENDED HOLIDAYS

We strongly discourage organizing holidays that involve missing classes, as you will miss important work and it will have a negative effect on your grades. School breaks are organized for everyone's benefit; extending them interferes with important learning that is planned for your benefit.

6.3. STRESS MANAGEMENT

The IB Diploma is a rigorous academic programme which demands that students work consistently throughout the two years of the duration of their courses and maintain a balanced lifestyle. As such, students should do the following to help manage their stress during more demanding periods of the program:

- Exercise regularly
- Maintain normal sleep and eating habits
- Review objectives periodically
- Recognize early warning signs of stress, and take action
- Think and plan ahead to achieve objectives
- Give treats and rewards for achieving short term objectives
- Try to keep things in proportion
- When pressure and stress build, seek help- the IB Coordinator and School Counselor will offer support.

6.4. IB EVENTS AND TRIPS

Over the course of the two years of the IB Diploma Program, students will be invited to participate in class events and trips to share experiences with other IB students, consolidate or present their academic work or develop an aspect of the IB Core. The participation of all IB students in these events will be expected.

7. IB ASSESSMENT POLICY

The most important aim of the Diploma Program assessment is to “support curricular goals and encourage student learning.” (Guidelines for developing a school assessment policy in the Diploma programme). Specifically, assessment provides information on student achievement and progress in each course, as measured by their understanding of the syllabus objectives, and to report on the standard of performance attained at the end of the course.

7.1. IB GENERAL DESCRIPTORS

IB grades are informed by the following general IB descriptors. In addition, each subject area has specific grade descriptors that are used for major assessments at the very least.

7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Minimal achievement in terms of the objectives.

There are two types of assessment completed by IB students during the school IB Diploma Program- School-based assessment and IB assessment.

7.2. SCHOOL-BASED ASSESSMENT

School-based assessment is used by teachers to discover how well a student is progressing in a particular subject. This can include assignments completed in class or at home, tests, quizzes, projects or mock examinations. These assessments are generated by, assigned by, and marked by the teacher.

- School-based assessment is criterion-related, which means that it is based on evaluating course aims and objectives.
- School-based assessment is designed to help students understand what the assessment expectations, standards and practices are.
- School-based assessment is not optional. All IB Diploma candidates must undertake and complete all work assigned by their teachers.
- School-based assessment may be summative or formative in nature. Summative assessment will take place at least 2 times per quarter in each course. In all courses, summative assessment will be preceded by formative assessment.
- All school-based assessment is marked using IB-specific criteria and grading descriptors. All summative assessment is awarded a grade (1-7) on the IB scale. All formative assessment will result in feedback which helps a student better judge their own performance and help them develop strategies to improve.
- School-based formative assessment takes a number of forms throughout the duration of the two-year program. This can include self-evaluation, peer evaluation or adapted formal assessment formats.
- School-based assessment is structured according to the components and weights of each individual IB course, which are communicated clearly to students at the outset of the course.

- Students are expected to attend all classes in which they are enrolled unless they are excused for appropriate medical reasons or unless they have prior permission. Students who miss classes regularly severely affect their chances of earning the IB Diploma and the AISV diploma.
- Appropriate medical documentation will be required for students missing school-based assessments and deadlines.
- Technical difficulties or other foreseeable issues such as holidays or school commitments are not acceptable excuses for missing school-based assessment deadlines.
- Failing to meet school-based assessment requirements may severely affect students' chances of gaining the Diploma. Students that miss classes without permission or who routinely fail to submit school-based assessments may be removed from the full IB program.

Mock Examinations

Mock examinations are designed to allow teachers to assess student readiness for the formal IB exams. They are conducted twice during the program— at the end of the first year, and during the 3rd quarter of the second year. These examinations are assessed by AISV subject teachers. An effort is made to prepare students not only for the content of the final exams, but also to familiarize them with how the exams are administered. As such, students must follow a code of conduct similar to that imposed by the actual final exams. All mock exams will be recorded as a major school-based assessment.

At the end of each quarter, teachers assign a quarter grade by considering all student work and academic progress during the quarter and valuing the most accurate demonstration of student performance. This grade is communicated on an IB scale (1-7) to students and parents through Managebac.

7.3. IB ASSESSMENT

IB assessment is assessment which is either assessed or moderated by examiners that work for the IBO. There are three different types of IB assessment: internal assessment, external assessment and examinations. All three count towards the final subject grade at the end of the two years.

Internal assessments (IAs) are set according to subject. Each subject has a different weighting attached to its IA as a proportion of the final mark. Students and parents can find this information in the course guide for each subject. The subject teacher marks internal assessment work. A sample of students' work is then sent to an IBO moderator and checked against world-wide marking standards. The teacher's marks are adjusted if required. Internal assessments in groups 3, 4, 5, and 6 will be completed in English. Group 1 and 2 internal assessments are completed in the language of the subject.

Like internal assessments, external assessments are written during the course of the two year program and submitted to be examined externally. However, unlike internal assessments, external assessments are not marked by the teacher. Instead, the mark is determined by an external examiner.

Internal and external assessment dates are spread over the 2 years of the IB Diploma course. This reflects the nature and structure of the IB Diploma Program, as well as students' needs. These deadlines are set to spread the workload for students across the two-year course. These deadlines are non-negotiable and work will not be accepted after these deadlines without a valid reason and appropriate documentation.

The IBO sets strict rules regarding the submission of draft work. Students need to understand these before commencing work so that they understand the parameters in which they are working. These limits involve the number

of drafts submitted, who is able to look at the drafts and the role of the teacher.

At the instructor's discretion, and with advanced warning, students may be given a school-based-grade (1-7) for their external or internal assessments that count as a major assessment. The IB score awarded, however, is determined by an external IB examiner.

Students failing to submit external or internal assessments with no valid reason will be awarded an N grade and a zero mark for that component. The award of an N grade will prevent a student from gaining a Diploma. Students with valid reasons outside of their control must see the IB Coordinator as soon as possible. Please note that failure to meet AISV deadlines for internal assessment may result in revocation of a student's IB registration for a particular course or component.

Examinations

Examinations are taken in May of the second year and results are available in July.

The final examination results are made up of subject grades, in the range from 1 to 7 at HL and at SL, and grades from E to A for TOK and Extended Essay. Students can obtain a maximum of 45 points total on their exams. In order to obtain such a result, they must earn 7 points in each of the 6 exams as well as obtain 3 bonus points for TOK and EE.

7.4. MODERATION OF SCHOOL-BASED AND IB ASSESSMENT

Where more than one teacher is involved in the teaching of a course, teachers collaborate and moderate both school-based and IB assessment to ensure that all assessment is marked to the same standard and that the understanding of IB criteria is consistent across the courses.

8. INCLUSIVE LEARNING AND ASSESSMENT



The IBO defines inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” At AISV, we are committed to supporting the IB policy for diversity and inclusion by ensuring that all learners are able to reach their full potential. As stipulated by the IB, inclusion at AISV is achieved by a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Inclusion in the IB program is based on the policies and procedures outlined in the IB document “Access and inclusion policy.” At AISV, inclusion can take many forms. In teaching and learning, this can include affirming individual identity to build self-esteem, building on prior knowledge, scaffolding learning and extending those students who are ready and able. The IB also provides for inclusion in assessment, which means that students with learning needs may qualify for inclusive assessment arrangements. The need for these arrangements is determined by the Inclusive Education Teacher, School Counsellor and IB Coordinator, in consultation with parents and teachers.

There are two types of inclusive arrangements, those which do not require authorization from the IB and those which do.

Inclusive assessment arrangements not requiring authorization from the IB include:

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- A care assistant, or if necessary a nurse, may be in attendance if this is required.
- A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations.
- For a candidate with hearing challenges, a communicator may be used to convey the coordinator’s or invigilator’s oral instructions without authorization from the IB.
- If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader.
- For a candidate who has colour blindness, a designated person is permitted to name colours in an examination.

- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions.

Inclusive assessment arrangements requiring authorization from the IB include but are not limited to:

- Access to modified papers and examination papers in Braille
- Changes to the print on examination papers (enlarged print or a change in font)
- Printing on coloured paper
- Access to electronic (PDF) examination and reading software
- Additional time for IB assessments
- The use of Graphic Organizers
- The use of a Word processor
- The use of speech recognition software
- The use of a reader
- The use of transcription
- The use of sign language interpreters

Access arrangements must not only apply to students during summative IB assessments but

also be available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching).

If a student is deemed to require inclusive assessment arrangements which do not require IB authorization, these will be provided at the discretion of the IB Coordinator and as far as possible within the school resources. If a student is deemed to require inclusive assessment arrangements which do require IB authorization, an application is sent to the IBO for approval with the consent of the candidate and the candidate's family. Applications should be submitted as early as possible and before November 15th of the student's senior year in order to qualify for inclusive arrangements during their May exams.

Inclusive teaching, learning and assessment arrangements are a helping hand. They do not have an impact upon the type of diploma or certificate awarded to the candidate, the way in which the candidate's work is assessed or access to education beyond the IB program.

For more information about inclusion at AISV, please see the Inclusive Education Policy.

9. ACADEMIC INTEGRITY

Academic Honesty is an important focus of both the International Baccalaureate Organization (IBO) and AISV. The AISV Academic Honesty Policy applies to all students in the IB Program, and the IB imposes further strict consequences for malpractice.

9.1. ACADEMIC INTEGRITY POLICY

Academic Honesty is an important focus of both the International Baccalaureate Organization and AISV. As stated in the IB document "Academic Honesty in the IB Educational Context,"

"All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others."

Students must use great care to always clearly acknowledge the ideas and words of other authors used in their work. Under no circumstances may students rely on outside help, such as a tutor, to write any piece of IB work being submitted for assessment.

AISV provides IB students with the tools they need to ensure academic honesty. Students are taught how to use various research methods and the requirements of the citation systems in both their courses and their Core classes. They receive direct one-on-one guidance from a dedicated EE Coordinator with proven research skills. In addition, they have access to and are required to use Turnitin.com, the leading online plagiarism checker.

Every candidate studying the Diploma Program, as a condition of enrollment and regardless of their registration category, must sign a Statement of Academic Integrity stating that all work they submit for assessment will be their own authentic work. This will cover all class assignments, homework assignments and work undertaken for IB assessments. For each assignment submitted to the IB for external or internal assessment, the candidate must sign a Statement of Authenticity, which declares that the work submitted by the candidate is the correct and final version, and that the candidate gives consent for the work to be submitted to the IB. In addition, all IB teachers check the authenticity of student work through the use of Turnitin.com. The school will not submit work which has not been authenticated by both the teacher and the student.

According to the IB Organisation, "Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion." The IB defines malpractice

as "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component." ("General Regulations: Diploma Programme")

9.2. CONSEQUENCES OF ACADEMIC MALPRACTICE

If a candidate is suspected of malpractice on an AISV assessment component, the school's Academic Integrity Policy, as outlined in the Community Handbook, will be applied.

In the unfortunate event that a student is suspected of malpractice on an official IB exam component, the IB Coordinator will conduct an investigation according to IB procedures outlined in the document General Regulations: Diploma Programme. If the student is found guilty the work under investigation may not be submitted for assessment and the student will not have the opportunity to re-write the work.

Students found guilty of malpractice by the IBO on an official IB assessment, after having signed the required cover sheet stating that the work is their own, will no longer be eligible to receive the IB diploma, though they may still receive certificates for classes in which malpractice did not occur. An awarded IB diploma or certificate may be withdrawn from a candidate at any time in the future if malpractice is established subsequent to its issue.

10. CODE OF CONDUCT FOR IB EXAMINATIONS



Both mock and externally-assessed examinations are governed by strict codes of conduct to ensure that the assessment takes place in a fair, safe and comfortable environment. Students must familiarize themselves with expectations for conduct during the examinations.

All students should arrive at the exam room 15 minutes before the exam is set to begin and wait outside the room until they are admitted by the proctor. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.

Students should not communicate with anyone other than the proctor for the duration of the exam. Apart from one bottle of drinking water, no food or drink may be taken into the examination room. The proctor will tell candidates where to sit for the exam. Candidates may take only the following items to their assigned desk:

- pens, pencils, eraser, ruler, pencil sharpener, highlighter, one bottle of drinking water
- a calculator (but only for the math exams that allow its use)
- a translating dictionary (not allowed if the exam is a language exam)

No bags or mobile phones are permitted in the examination room. These must be turned in to the proctor upon entering the room.

Late arrival

Candidates are allowed into the examination room during the first 30 minutes after the start of an examination. The arrival time will be recorded by the proctor. No additional time will be allowed for the examination.

After the first 30 minutes candidates will not be allowed into the examination, nor will they be permitted to take the examination at a rescheduled time.

Temporary absence

In cases of emergency, at the discretion of the proctor, a candidate may be allowed to leave the examination room and return.

The temporary absence of a candidate will be recorded by the proctor. A candidate will be supervised by a proctor during a temporary absence from the examination room. There must be no communication with any person other than the proctor.

During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

Temporary absences will not be permitted during exam sessions with a single proctor.

Malpractice

During the examination a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the school.

All work completed during an examination, and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute malpractice, resulting in appropriate action by the school.

If a student finds that he/she has accidentally taken unauthorized material into an examination (for example, notes, a book, an MP3 player, or any communication device such as a cell phone), this material must be given to the proctor immediately before the exam begins. Failure to do so may lead to an allegation of malpractice against the candidate, regardless of whether the unauthorized material may or may not have provided an unfair advantage for the candidate.

No candidate is permitted to borrow anything from another candidate during an examination.

Early departures

Candidates are not allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. Consequently, if the duration of an examination is 1 hour and 15 minutes or less, candidates must remain in the examination room. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

End of the examination

It is the responsibility of the candidate to ensure that the front page of their test is correctly completed prior to departure from the examination room.

Candidates must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the proctor at the end of the examination.

Candidates must leave the examination room in a quiet and orderly manner.

More information about regulations and procedures will be posted for students before the examination period. If you do not understand these regulations please ask the IB Coordinator for clarification.

11. COLLEGE ADMISSIONS AND IB MARK PROJECTIONS



11.1. PROJECTED GRADES

The college application process generally begins during the summer after your Junior (11th grade) year of the program. IB teachers will project your final IB grades and communicate these to the counselor solely for the purpose of university applications. These grades cannot be challenged nor negotiated. Among the criteria teachers will use to determine projected grades are:

- Subject grades as reported on the AISV report card in grade 11, and—as available—in grade 12;
- Performance on the mock exams at the end of grade 11;

- The results of any internal assessments already completed;
- The teacher's knowledge of you as a learner.

11.2. CONVERSION OF THE IB 1-7 SCALE

As noted on your transcript and the AISV School Profile, here are the 1-7 grade boundaries converted to letter grades with a description. Universities and colleges can use this grade conversion table to support their evaluations of your transcripts and grades.

IB	LETTER	AISV DESCRIPTOR
7	A+	Extraordinary mastery/understanding
6	A	Highly proficient
5	B	Approaching proficiency
4	C	Meeting expectations
3	D	Approaching expectations
2	F	Not meeting expectations
1	F	Unsatisfactory achievements

12. IB REGISTRATION AND FEES

12.1. REGISTRATION

Students are registered for their IB examinations by AISV in November of their senior year. Students must have completed their Extended Essay and their first year of the Diploma program successfully in order to be registered. If a student has a failing grade in two or more classes at the end of their junior year, the students will become Course Certificate Candidates instead of sitting for the full IB diploma.

12.2. IB EXAMINATION FEES

In their second year, IB students are subject to IB fees for their registration and examination. Exam fee structures are determined by the IB and are subject to change. Students who are registered for the Diploma program do not pay separately for the assessment of the Core components (Extended essay, TOK and CAS). Students' families will be invoiced for registration and exams in the fall preceding their examinations. The fees listed below are approximate and are subject to change annually. Check with the DP Coordinator if you need further clarification.

COMPONENT	COST IN EUR
Subject fee (for each subject the candidate is registered for)	85
Extended essay fee for course candidates	65
TOK fee for course candidates	33
CAS fee for course candidates	7
Addition/Amendment to subject after November 15th	150

12.3. OTHER IB FEES

Book Fees

Many books are included in the school fees. Students are issued several books, which they may write in and annotate; the first copy is included in school fees, but if lost, the student is responsible for paying for the replacement.

Art/Lab Fees

Students receive a standardized allocation towards their materials for all courses. When a student's interests or ambitions exceed this monetary amount, the family will be responsible for funding the materials. Details are included in individual course syllabi.

Trip Fees

Extended field trips may be offered through the IB Programme. AISV is not responsible for the funding these extended trips. However, students may apply for financial assistance to participate in optional trips.

13. AISV IB FACULTY

Mrs. Diana Arya

darya@aisv.lt

IB Mathematics: Analysis and Approaches SL
AISV Mathematics

Mr. Kostas Bogdanas

kbogdanas@aisv.lt

IB Mathematics: Analysis and Approaches HL

Mr. Ryan Charlton

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IB Business Management HL/SL
IB Economics HL/SL

Ms. Audrey Considine

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IB English A Language and Literature HL

Mr. Goce Davidov

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IB Visual Arts HL/SL

Ms. Maggie Davidov

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IB Extended Essay Coordinator

Mr. Joseph Elger

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IB History HL/SL
IB TOK
IB English A Language and Literature SL

Mr. Diego Fernandez

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IB English B HL
IB Spanish ab initio SL

Mr. Titas Geryba

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IB Mathematics: Applications and Interpretations SL

Mrs. Jurgita Gerybienė

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IB French B HL/SL

Mrs. Skaidra Girdenienė

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IB German B HL/SL

Mr. Hans Hess

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IB High School Principal

Ms. Angelė Jelagaitė

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IB German Ab Initio SL

Mr. Brad Kurtz

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IB Digital Society HL/SL

Ms. Jolita Norkunaitė

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IB CAS Coordinator

Mr. Donatas Iliška

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IB Chemistry HL/SL

AISV Science

Mr. Milijus Lynkis

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IB Physics HL/SL

Mrs. Ingrida Poškuvienė

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IB Lithuanian A Literature HL/SL

Mrs. Claire Ruz

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College Counselor

Ms. Tatiana Sinius

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IB Russian B HL/SL Teacher

Mr. Matthew Stocking

mstocking@aisv.lt

IB Diploma Coordinator

AISV Social Science

Ms. Victoria Yeung

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IB Biology HL/SL

IB Environmental Systems and Societies SL

Ms. Natalija Zidkova

nzidkova@aisv.lt

AISV Russian A HL/SL Teacher

14. GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THIS HANDBOOK



CAS – Creativity, Activity, and Service. The 150-hour community service requirement for all diploma candidates, to be completed between the summer after the sophomore year and the last semester of the senior year. IB recommends a balance of hours in each component. Sports, theater, musical productions, and volunteer community service are a few of the options available.

DP – Diploma Program. The two-year IB program beginning in 11th grade. **EA** – External Assessment. These important exams are taken in May of the second year by all IB students. They are sent out to qualified IB graders to be marked using IBO rubrics.

EE – Extended Essay. The 4,000 word research paper students write during their time in the program. Students choose their own topic and are supervised during the process by a faculty member who serves as their mentor.

HL – Higher Level. Especially challenging classes that meet for 240 hours over the course of two years. Students enrol in three HL classes.

IA – Internal Assessment. Oral exams, projects, essays, experiments, and case studies are some examples of work that might be assigned and graded internally by teachers. Random samples of these assignments are sent out to be moderated by the IB to ensure that teachers are following IB expectations.

IBO or IB – International Baccalaureate Organization. The IB headquarters is located in Geneva, Switzerland, where the organization was founded in 1968.

SL – Standard Level. Classes that meet for 150 hours over the course of two years. Students enrol in three SL classes.

TOK – Theory of Knowledge. A required course at the heart of the Diploma Program. The themes and experiences from this class are woven throughout the curriculum. Students reflect critically on diverse ways of knowing and areas of knowledge. The role and nature of knowledge in their own culture and in the culture of others is explored.

15. APPENDICES

FORM 1: IBDP REQUIREMENTS TO PARTICIPATE IN THE PROGRAMME

In addition to all AISV rules and regulations, the student has agreed to adhere to the following academic guidelines and expectations. By the end of each trimester:

- The student will have achieved IB passing marks in all classes. This means at least a 3 for all SL classes and 12 total points for HL classes (but students cannot have a 2 in any HL class).
- The student will have at least 24 total points across all IB classes and a passing grade in the Core class. This includes Extended Essay and Creativity, Activity and Service.

If the student fails to meet any of the above guidelines in **two separate trimesters** throughout grades 11-12, the student **will no longer qualify** to participate in the IB Diploma Programme. The student may still be on track to earn a AISV high school diploma and may still consider registering as a DP Certificate candidate.

Student name (please print)

Student signature

Parent signature

IB Coordinator signature

College Counselor signature

FORM 2: IBDP ACKNOWLEDGMENT AND ACCEPTANCE OF THE IBDP GENERAL REGULATIONS

I, the parent or legal guardian of the AISV IB student (please print name of student)

.....
acknowledge that I have received, read, and understood the document *General Regulations: Diploma Programme*, and agree to its contents.

I further acknowledge that I have read and understood the rules on copyright relating to candidates' materials submitted to the IBO for assessment as provided under article 3 of the General Regulations: Diploma Programme.

I understand that dates of IB exams are established worldwide by the IBO and cannot be changed for any reason. If a student cannot take the exam at the scheduled time on the scheduled date, the student may re-register for the same exam at the next IB exam session.

I understand that my student cannot be registered for IB classes or exams until this form is completed and returned to the IB Coordinator.

Parent name (please print)

Parent signature

FORM 3: STATEMENT OF ACADEMIC INTEGRITY

For Students:

I declare that the work I submit during participation in the AISV IB Program, both graded and ungraded, will be my own work, and that contributions from other sources will be fully acknowledged through proper citations.

I have read the AISV policy on **Academic Honesty** in the *IB Diploma Handbook*. I understand the full range of consequences that will occur as a result of academic malpractice, up to and including the denial or retraction of my IB diploma. I agree to abide by the procedures for the investigation of academic malpractice laid out in the document General Regulations: Diploma Programme, a copy of which I have been provided.

Student name (please print)

Student signature

For Parents:

I have read the AISV policy on **Academic Honesty** in the *IB Diploma Handbook*. I understand the full range of consequences that will occur as a result of academic malpractice, up to and including the denial or retraction of my IB diploma. I agree to abide by the procedures for the investigation of academic malpractice laid out in the document General Regulations: Diploma Programme, a copy of which I have been provided.

Parent name (please print)

Parent signature

FORM 4: AISV IBDP COURSE ENROLMENT

Please select six courses, in accordance with the IB Diploma Programme requirements outlined in the AISV Handbook, from the menu on the following page. Please note that IB courses are offered contingent upon sufficient enrolment in the course.

Please return completed form to the DP Coordinator.

We have read the and understand the criteria for enrolling in IBDP courses as laid out in the *IB Diploma Handbook and IBDP Requirements to participate in the programme* document.

Student name (please print)

Student signature

Parent signature

	CHOOSE LEVEL		COURSE TITLE
	SL	HL	
CHOOSE ONE OF THESE (OR 2 INSTEAD OF LANGUAGE B)			English A Language and Literature
			Lithuanian A Literature
			Language A other (family responsible for obtaining instructor)
CHOOSE ONE OF THESE (OR 2 LANGUAGE A COURSES)			German ab initio
			Spanish ab initio
			German B
			French B
			Russian B
			English B
CHOOSE ONE OF THESE			Economics
			History
			Digital Society
			Business Management
			Environmental Systems & Societies
CHOOSE ONE OF THESE			Biology
			Chemistry
			Physics
			Environmental Systems & Societies
CHOOSE ONE OF THESE			Math: Application and Interpretation
			Math: Analysis and Approaches
CHOOSE ONE OF THESE			Visual Arts
			Write in one additional course:

FORM 5: AISV IBDP ACADEMIC HONESTY

Taken from the Community Handbook

5.10. ACADEMIC INTEGRITY POLICY

Academic integrity is a crucial element in AISV's learning environment. Cheating and plagiarism of any kind will not be tolerated at any level in the school. All students, parents, and staff will be required to read, understand and practice the information detailed in the AISV Handbooks referring to academic honesty. AISV also recognizes and upholds the IB Diploma Program academic honesty guidelines. Any violations of the Academic Integrity Policy will bear severe consequences, up to and including termination of the student enrollment agreement in accordance with Lithuanian laws. The details of academic honesty, expectations and corresponding consequences are found in the Community Handbook which is reviewed and approved by the Board annually.

The process of learning does include some struggling through difficult assignments. Through this struggle, students achieve and remember more of the lessons and skills they are taught. AISV tries to provide a supportive educational experience for all students. When a student finds an assignment too difficult, it is their responsibility to seek help from appropriate sources – parents, teachers, or tutors. Depending on other students to provide answers and homework assignments diminishes the learning and self-confidence of a student.

To better understand what is considered academic dishonesty please read the definitions below. Cheating: to be dishonest or deceitful. Cheating includes, but is not limited to:

- Breaking test-taking procedures
- Copying or looking at other tests
- Talking during testing
- Showing your own answers during a test
- Receiving, taking answers or sharing the content of a test before the test is administered
- Using "cheat sheets" during testing

- Receiving or providing answers to homework assignments
- "Borrowing" other students' homework
- Helping" another student by "just giving an answer or two"

Plagiarism: taking ideas, writings, music, pictures etc. from another person and passing them off as one's own. Plagiarism includes, but is not limited to:

- Copying information from other sources without giving credit (citing sources) to the original author, artist, musician etc.
- Using the ideas from other sources without citing the source
- Copying and pasting from the Internet without citing the source *including ChatGPT or other AI create work*
- Giving incorrect information when citing sources

Cheating and plagiarizing are serious offenses that demonstrate a lack of understanding of our values. Both undermine the educational goals of AISV and erode the trust created between teachers and students. AISV has strict penalties for cheating and plagiarizing that will result in a staff/student conference and loss of credit. Students who cheat on a test or plagiarize an assignment will not receive a grade on that assignment. Consequences for violation of AISV's Academic Integrity Policy AISV deals with issues of academic integrity throughout the school in age appropriate ways.

Understanding the consequences of Academic Dishonesty

First Offense: This will be treated as a Level 3 infraction. The student will receive a 1 for the assignment or test in which the policy was violated. In order to receive partial credit, the student may be allowed to redo the assignment, at the teacher's discretion. If the work is to be submitted to the IB, the student will be required to redo the assignment. Parents will

be notified in writing explaining what the infraction was and the consequence for the infraction. A meeting with the student, teacher and HS Divisional Principal(s) will take place. Participation in extracurricular activities may be at risk and students may also be withdrawn from representing the school at CEESA or other regional events.

Second Offense: This will be treated as a Level 4 infraction. The student will receive a 1 for the assignment or test in which the policy was violated. If the work is to be submitted to the IB, the student will be required to redo the assignment. The student will be placed on academic probation and may be temporarily suspended from school. Parents will be notified and a conference will be held with the parents, the student, the Deputy Director.

Third Offense: This will be treated as a Level 5 infraction. IB Diploma students will not be allowed to re-submit the assignment which will have an impact on their ability to receive an IB Diploma. For this reason, the student's status as an IB Diploma candidate will be reviewed and will most likely no longer qualify to participate in the IB Diploma Programme. Also, parents will be notified and a conference will be held with the parents, the student and the Divisional Principal. Long-term suspension or exclusion from school may be a consequence. Academic dishonesty on an IB examination component will be treated as outlined in the IBDP General Regulations under Academic Misconduct, Articles 20 and 21. Students found guilty of malpractice by the IBO on an official IB assessment, after having signed the required cover sheet stating that the work is their own, will no longer be eligible to receive the IB diploma, though they may still receive certificates for classes in which malpractice did not occur. An awarded IB diploma or certificate may be withdrawn from a candidate at any time in the future if malpractice is established subsequent to its issue.

Please return completed form to the DP Coordinator.

We have read and understand the information regarding Academic Honesty. We understand the succession of consequences regarding infractions.

Student name (please print)

Student signature

Parent signature